

# Arts Integrated Lesson Plan



**ART FORM:**  
Visual Art



**SUBJECT AREA:**  
Reading/English  
Language Arts

Lesson Title: <b>A family event inspired by Renoir's <i>Luncheon of the Boating Party</i></b>	Grade: 5
Contributor, School: Catherine Booth, Drew Elementary School	Time Frame: Two to Three 45-minute sessions

## State Curriculum Content Standards, Indicators, Objectives

<b>Fine Arts Content Standard(s)</b> 1.0 Perceiving and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art. 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.	<b>Reading/English Language Arts Content Standard(s)</b> Writing 4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
<b>Fine Arts Content Indicator(s)</b> 1.1 Identify, describe, and interpret observed form. 1.2 Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine. 2.1 Determine ways in which works of art express ideas about self, other people, places, and events.	<b>Reading/English Language Arts Content Indicator(s)</b> 4.2 Compose oral, written, and visual presentations that express personal ideas, inform, and persuade. 4.6 Explain how textual changes in a work enhance tone, clarify meaning, address a particular audience, or fulfill a purpose.
<b>Fine Arts Content Objective(s)</b> 1.1.a Analyze how physical qualities of people, animals, and objects are represented through the elements of art. 1.1.b Compose and render from observation subject matter that shows 3-dimensional form, light and shadow, qualities of surface texture, detail, and spatial relationships. 1.2.b Create and describe thematic artworks that communicate personal narratives. 2.1.a Select ideas, images, and forms to express personal meaning about life experiences in a visual composition.	<b>Reading/English Language Arts Content Objective(s)</b> 4.2.a Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose. 4.2.b Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language, such as imagery and figurative language. 4.6.a Identify the tone of one's own writing and revise word choice to modify tone in order to address a given purpose and/or audience. 4.6.b Explain how revisions in word choice and syntax affect meaning.

**Objective(s) (Connecting the content areas)**

- Students learn how life experiences can be effectively communicated through writing and through the visual arts.
- Students discover that paintings can inspire and stimulate the recall of one's own life experiences.
- Students discover that the written expression of life experience can generate dynamic visual recall that expresses itself through art.
- Students discover that visual recall through art can generate vivid expression through writing.

**Key Arts Vocabulary**

*setting, line, texture, form, color, composition, watercolor wash*

**Key Reading/English Language Arts Vocabulary**

*detail, description, sensory images, vivid words*

**Prior Knowledge Students Need for This Lesson****Arts**

- When viewing artwork, students can identify the elements of art and how they contribute to the painting.
- Students are able to purposefully apply the elements of art to their original artwork.

**Reading/ English Language Arts**

- Students will know how to use visual clues to make informed social and historical assumptions.

**Materials and Resources****Materials and Resources for the Class**

- Student copies of prints of *Luncheon of the Boating Party*
- Drawing paper for student renderings of their family events
- Black illustrating pens (roller ball or felt tip, .5 - .7mm)
- Colored pencils, crayons, and oil pastels
- Water colors

**Materials and Resources for the Teacher**

- Prints of artwork depicting family gatherings

**Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)****Day One**

- The teacher shares the print *Luncheon of the Boating Party* along with other prints of family gatherings.
- Students are invited to recall a memorable event with family or friends.
- The teacher models the exploration of details with one student. The teacher charts details.
- The class brainstorms possible categories for these details (e.g., setting, dress, mood).
- In writing, students recall the details of setting, participants, activity, and mood of their memorable events.
- Students write a draft story or poem that describes the special event.

**Day Two**

- Using an illustrating pen on 9"x12" drawing paper, students begin sketch work to depict their special events. Students are encouraged to use line and texture with an illustrating pen to describe details.
- Students then add color with crayons or oil pastels.
- Background may be filled in with water color paints.

[cannot enter bullet for second item]

**Day Three**

- Students gather in small groups to present orally their detailed accounts of the special events depicted in their artwork.
- To encourage the recall of pertinent details and feelings, audience members will pose questions about what happened before, during, and after the scene depicted in the artwork.

- Students will then use this experience to finalize their drafts into dynamic writing pieces about their special events.

### **Closure/Summary**

- Student pictures are mounted with the corresponding stories of special events.
  - Student work is hung as a hallway exhibit.
  - Students take a Gallery Walk.
  - Each student presents his/her story and artwork to the whole group.
  - Audience comments and questions are fielded by the presenter.
- 

### **Assessment (Description/Tools)**

- Student artwork conveys the energy and/or the details of the special event in artwork.
  - The student's written account of the event complements and details what was captured in the artwork.
- 

### **Lesson Extensions**

At a writing center, students create a biographical type book that depicts, through writing and artwork, several special events in the student's life. Suggested events are birthday parties, religious celebrations, Thanksgiving dinner, camping trips, weddings, family gatherings, summer camp, etc.